



PROGRAM SPONSOR ALERT

Date: May 19, 2009

Number: 09-05

Subject: Alignment of NASP and CACREP Standards to
California's Adopted Program Standards

Summary

Education Code § 44374 (f) provides for the option of a program or institution to substitute National Professional accreditation for the Commission's accreditation activities. But this ability to "substitute" is restricted by the conditions delineated in the *Accreditation Framework*.

An institution or program sponsor approved to offer School Counseling or School Psychology Credential programs in California may elect to use the national standards for California program accreditation purposes in lieu of using the Commission approved standards. Program standards from the National Association of School Psychologists (NASP) or the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards may be used. If a program elects to use the national program standards, then the program must also address the additional California program standards identified in the appropriate Standards Alignment Matrix.

Background

At the April 2009 Committee on Accreditation (COA) meeting, the COA adopted *Standards Alignment Matrices* for two types of Pupil Personnel Services Preparation Programs (PPS). One matrix aligns California's adopted program standards for Pupil Personnel Services: School Psychology with the National Association of School Psychologists (NASP) standards. The other alignment matrix aligns California's adopted program standards for Pupil Personnel Services: School Counseling with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards.

The Committee on Accreditation (COA) has determined that for these two types of PPS programs, an approved California preparation program may utilize the national standards in its accreditation activities as long as it also provides information for California standards that were not deemed to be adequately addressed by the national standards. For School Psychology programs, the program must provide information for four (4) of California's adopted program standards in addition to the NASP standards. For School Counseling programs, the program

must provide information for seven (7) of California's adopted program standards that are not adequately addressed by the CACREP standards. Program coordinators should review the appropriate Standards Alignment Matrix and follow the instructions provided.

School Psychology Programs: An institution wishing to use the NASP standards for a California accreditation activity MUST address the following California program standards in addition to its response to the NASP standards.

- Generic Standard 8: Self-esteem and Personal and Social Responsibility. Self-esteem is not addressed by NASP Standards.
- Generic Standard 16: Supervision and Mentoring. Models of supervision is not addressed by NASP Standards.
- Specialization Standard 25: Practica. NASP does not meet the specifics of this CTC Standard.
- Specialization Standard 26: Culminating Field Experience. NASP allows 600 hours non-school setting, while CTC only allows 400.

School Counseling Programs: An institution wishing to use the CACREP standards for a California accreditation activity MUST address the following California program standards in addition to its response to the CACREP standards.

- Standard 1** Program Design, Rationale and Coordination – Sequencing from beginning to advanced courses are not specifically addressed. CACREP does look at what courses are completed before practicum and internship, however.
- Standard 9** School Safety and Violence Prevention – CACREP uses crisis intervention and trauma-causing events without specifically mentioning school safety and training to address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced ... learning.
- Standard 24** Learning Achievement and Instruction – CACREP standards do not specifically focus on assisting teachers with classroom organization.
- Standards 27** Collaboration, Coordination and Team Building – CACREP standards do not specifically address demonstrating competence in the coordination of services.
- Standard 15** Technology Literacy– CACREP (2009) Standards have much less specific references to training on using technology.
- Standard 31** Field Experience – CTC has several areas in field experience that are not found in CACREP Standards:
 - (1) CTC requires that field experience is completed in two levels (from pre-school to high school) with a minimum of 200 clock hours at each level.
 - (2) CTC requires that up to 150 clock hours of field experience be devoted to issues of diversity.

(3) CTC requires that a minimum of 400 clock hours be completed and supervised in public school settings with k-12 pupils. (CACREP requires 240 clock hours of direct service).

Standard 32 Determination of Candidate Competence – CTC requires that prior to recommending candidates one or more persons responsible for the program determines that the candidates have satisfied each standard. CACREP has no such requirement.

For more information, please contact Joe Dear, jdear@ctc.ca.gov.

References:

National Professional Organization Accreditation in California

<http://www.ctc.ca.gov/educator-prep/accred-alignment.html>

Link to CTC PPS Standards

<http://www.ctc.ca.gov/educator-prep/standards/pps.pdf>

Link to NASP Standards

<http://www.nasponline.org/standards/FinalStandards.pdf>

Link to CACREP Standards

<http://www.cacrep.org/2009standards.doc>

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